

Michigan Department of Education Special Populations Conference September 24 & 25, 2015

How to Establish Structures and Support for Implementing SIOP Language & Literacy Initiatives

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Session Goals

This session will provide an overview of two Train the Trainer (TOT) Models: Sheltered Instruction Observation Protocol (SIOP) and Language and Literacy frameworks.

Participants will learn how to

- Create structures for implementing content and language instruction for ELs
- Support staff who are coaches and those being coached
- Evaluate impact of these two TOT frameworks.

Outline

Part One:

Overview - Successful Implementation

Part Two:

Creating Structures and Crafting Productive PD

Part Three:

Evaluate impact

Michigan's Statewide Context: Title III Program Goals

- Meet the AMAO targets, narrow and close achievement gaps for English learner subgroup
- Build capacity of local educational agencies to ensure every teacher educating English learners is effective

Michigan's Statewide Context: Title III Program Goals

- Create a professional learning community among MDE Trainers through partnering with LEAs and ISDs to ensure sustainability and continuous improvement
- Implement with fidelity the evidence-based elements of the TOT statewide and locally

Statewide Demographics

- In 2014/15 number of English learners was 88,000 and increasing to about 99,000
- In 2014/15 there were 12,000 Immigrant students and increasing to about 16,000
- There were 532 endorsed teachers serving English learners in 2014/15
- The number of MDE's approved trainers in SIOP, Language and Literacy is 130-140



Dearborn Statistics

Student Population: 19,500

EL Population: 9,500 (approx. 49%)

Teachers Bilingual or ESL endorsed - 29%

Elementary Schools - 22

Middle Schools - 7

High Schools - 3

EL Departmental Staff - 30 Resource Teachers

The Dearborn Superintendent's goal is for the Bilingual or ESL endorsed teachers to match the EL population (49%)!



Farmington Statistics

Student Population: Just Over 10,000

EL Population: 2,400 (Approximately 24%)

EL Proficiency Levels 1-4: 1,368

Diversity of Languages: Approximately 98

Elementary Schools - 9/



Farmington Statistics

Upper Elementary Schools - 2

Middle Schools - 2

High Schools - 3

Parochial Schools - 3

EL Departmental Staff - 19 EL Teachers

14 EL Paraprofessionals



Lansing Statistics



Lansing School District serves over 11,000 students in 27 buildings.

English Learners population: 2,190

EL Student population is represented by 52 countries.

Lansing Statistics



There are 56 different native languages spoken.

Elementary Schools: 11

Middle Years Schools: 5

High Schools: 3

Academies: 4

Specialty Schools: 3

Achievement Center: 1



Shelby Public Statistics

Student Population: 1337

EL Population: 370 (approx. 28%)

Teachers Bilingual - 4

Teachers ESL endorsed - 1.5

Elementary Schools - 2

Middle Schools - 1

High Schools - 1

EL Departmental Staff - 1.5 ESL Teachers

Dearborn Implementation



SLOP and Language & Literacy K-12

- SLOP and Language & Literacy Trainers assigned to each of the 3 high school feeder tracks.
- Bilingual Resource Teachers in each school
- Bilingual or ESL endorsed classroom teachers
- Professional Development
 - classroom demonstrations

Dearborn Implementation



- secondary cohort groups by content area
- staff meetings and late starts
- new teacher academy
- administration
- paraprofessional training
- Bilingual Resource Teacher meetings
- District-wide

Dearborn Implementation



SLOP and Language & Literacy K-12

- Promote ESL endorsement in collaboration with local universities
 - District on-site classes
 - Grant opportunities
 - Tuition reimbursement
- Summer School

Dearborn Implementation



- SIOP Professional Development provided for summer school teachers
- SIOP lesson plans are required
- SIOP resources
 - SIOP books (including content specific)
 - Dearborn featured in SIOP Professional Development and Coaching book, 2008.
 - EL appropriate materials/resources such as SIOP lessons shared on district drive, leveled books, hands-on activities, strategy bookmarks ipads with language support for Newcomers

Lansing Implementation



SIOP and Language & Literacy K-12

- Professional development: offered in all high schools throughout the year and per subject areas.
- Summer trainings: instructional strategies filtered through SIOP model and WIDA “Can Do” descriptors.



Lansing Implementation



- ESL Steering Committee: focuses on sharing SIOP resources and integrating solid research with best practices.
- Other: cycles of training in other districts - incremental implementation

Farmington Implementation



SLOP and Language & Literacy K-12

- 1 TOT Trained SLOP and 2 TOT Language & Literacy K-12
- Winter/Spring 2015 Elementary SLOP Professional Development; Fall Secondary SLOP Professional Development (Will continue to rotate until all teachers are trained in SLOP strategies); Summer SLOP all grades
- Language & Literacy Trainers assigned to mentor 3 each of the newly hired EL Teachers
- EL Teachers placed in 1 or 2 buildings based on student population and needs
- Newcomer Classrooms in support students for 1 plus years - 1st grade through 12th

Farmington Implementation



- EL Paraprofessionals support in language experience and Parent Liaison needs
- Professional Development
 - Year long cohort studies focusing on reading and writing strategies
 - PLT meetings to review WIDA data and work on instructional supports
 - Secondary cohort groups by content area
 - Staff meetings and late starts

Shelby Public Implementation



SIOP and Language & Literacy K-12

Phase 1:

- Liz trained to be TOT for SIOP (spring 2013)

Phase 2:

- Trained 6th-12th grade (all teachers) in 2013-2014 school year (all 4 Days of SIOP)
- Trained Kindergarten - 5th grade (all teachers) in 2013-2014 school year (Days 1 and half of Day 2)

Shelby Public Implementation



SIOP and Language & Literacy K-12

Phase 3:

- Trained Kindergarten - 5th Grade (all teachers) in 2014-2015 school year (2nd half of Day 2 and half of Day 3)
- Provided SIOP coaching for Kindergarten-12th grade teachers

Shelby Public Implementation



- Liz trained to be TOT for Language and Literacy

Phase 4:

- Scheduled to finish Kindergarten - 5th grade (2nd half of Day 3 and Day 4)
- Continue to provide SIOP coaching for Kindergarten-12th grade teachers
- Plan with administration to incorporate Language and Literacy training

Creating Structures



How do we create structures for professional learning to support English Learners through PD that include modeling and coaching?

Dearborn - Creating Structures



SIOP and Language & Literacy K-12

- Administrative Support
 - Walk-throughs
 - Content and Language Objectives
 - Attending PD with staff on SIOP and Language & Literacy

Dearborn - Creating Structures



- Providing funds for cohort groups and materials (District funds, Title 1, Title 2, Title III)
- Time for resource teachers to facilitate PD at staff meetings and late starts
- Attendance at MABE and NABE
- Dedicated EL Director and EL Coordinator for the district
- Schedule EL students in appropriate service modes/classes



Dearborn - Creating Structures

SIOP and Language & Literacy K-12

- Accountability
 - SIOP is prominent in each School Improvement Plan (SIP)
 - SIOP is part of the District Improvement Plan (DIP)
 - SIOP is measurable and observable parallels the Teacher Evaluation Plan



Dearborn - Creating Structures

- Daily Content and Language Objectives required of every teacher
- Feeder school track K-12 perspective
 - District SIOP and Language & Literacy Trainers each assigned to a track
 - District Bilingual Resource Teacher assigned to mentor and support new teachers

Crafting Productive PD for SIOP and Language & Literacy

- **Structure**
(size - time - task/s)
- **Sustain**
(action plan for implementation with fidelity)
- **Support**
(resources – mentors)

SLOP and Language & Literacy Need Assessment



- How often do you implement SLOP in your classroom?
- How would you rate your understanding of the WIDA standards?
- What formative assessments are used on a daily basis?
- Are Content and Language objectives posted daily?
- Do you use small group instruction to meet the needs of students' reading abilities?

SIOP and Language & Literacy Need Assessment



- Do you use a variety of materials other than the standard text?
- Do you have access to appropriate leveled books and/or materials?
- What other needs do you have?



Dearborn Resources

- The SIOP Model Self-Assessment
- Classroom Needs Assessment
- Bookmarks
 - SIOP
 - Language & Literacy

Reflection

Table Talk

Where is your district in the implementation process?

Guiding Questions-

- Evaluation of the current programs in your district
- Walk through– are you seeing this?
- How do you know the implementation of PD is with fidelity?
- How do use the MDE Program Evaluation Tool to evaluate impact on students?
- How do you assess your teachers understanding of SIOP, WIDA, and Language Literacy?
- Do you have needs assessments to guide PD for teachers and support for students?

Reflection

Partner Talk:

What is one action step for your district?

Choose one person at your table to share out.



Successful Implementations means...



Accelerating Language and Literacy (All In)

3 day workshop – Spring 2016
Training of Trainers provided by

Michigan Department of Education
Office of Field Services

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Deborah J. Short Jana Echevarría



DEVELOPING
ACADEMIC LANGUAGE
with
THE SIOP® MODEL



EMPIRICALLY VALIDATED • COLLEGE AND CAREER READINESS

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